

Curriculum Development and Supplemental Materials Commission  
MINUTES OF MEETING: September 23-24, 1999  
*Approved by the Curriculum Commission on November 16, 1999*

Department of Education Building  
721 Capitol Mall, Room 166  
Sacramento, California

**Thursday, September 23, 1999**

**1. Full Curriculum Commission Meeting**

Present:

Commissioners

Patrice Abarca  
Roy Anthony  
Marilyn Astore, Vice Chair  
Catherine Banker  
Eleanor Brown, Chair  
Ken Dotson  
Viken Hovsepian  
Joseph Nation  
Janet Philibosian  
Richard Schwartz  
Leslie Schwarze  
Barbara Smith  
Susan Stickel  
Sheri Willebrand  
Jean Williams

Department of Education Staff

Tom Adams, CFIR  
Cathy Barkett, Administrator, CFIR  
Leslie Fausset, Chief Deputy, CDE  
Bronwyn Garrett, CFIR  
Rona Gordon, CFIR  
Sherry Skelly Griffith, Exec. Director, Curriculum Commission  
Wendy Harris, Director, Elementary Division  
Scott Hill, Chief Deputy, CDE  
Deborah Keys, CFIR  
Christine Rodrigues, CFIR  
Mary Sprague, CFIR  
Diann Stevens, CFIR  
Judith Brown, CFIR

Absent

Lisa Jeffrey  
Dede Alpert, Member of the Senate  
Jack Scott, Member of the Assembly

State Board of Education Liaisons (Present)

Robert Trigg, President  
Janet Nicholas

**A. Call to Order**

Curriculum Commission Chair Eleanor Brown called the meeting to order at 9:45 a.m.

**B. Salute to the Flag**

Chair Brown led her fellow Commissioners, staff, and audience in the Pledge of Allegiance.

**C. Welcome**

Chair Brown welcomed members, staff, and audience.

**D. Review of Agenda**

Chair Brown announced that although no changes to the agenda were anticipated, it might be necessary to make changes later in the meeting.

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## **E. Executive Director Report**

Scott Hill, Chief Deputy of the California Department of Education (CDE), introduced Sherry Skelly Griffith, the new Executive Director of the Curriculum Commission. Ms. Griffith provided a summary of her work experience, acknowledged the CFIR staff, introduced new CFIR staff members, and shared her interest in and enthusiasm for the work of the Commission.

## **F. Report of the Chair of the Curriculum Commission/Calendar**

Chair Brown acknowledged the completion of the *Mathematics Framework*. Ms. Barkett, Chair Brown, and Board President Trigg awarded certificates for the *Mathematics Framework*, recognizing the tremendous effort that went into the development of the document. Ms. Barkett, Administrator of the Curriculum Frameworks and Instructional Resources office, acknowledged staff efforts in the development of both frameworks—*Mathematics* and *Reading/Language Arts*. Commissioner Stickel acknowledged Ms. Barkett for all her work on the documents. Outgoing Commissioners Brown, Willebrand and Williams acknowledged the Commission, its work and how much they value their experience as Commissioners. Ms. Barkett stated that though Commissioner Jeffrey was unable attend, she sent her regards.

Chair Brown asked Commissioner Stickel to summarize the September 22 informational meeting to offer guidance to publishers on interpreting the *Mathematics Framework* and standards. Commissioner Stickel summarized the meeting with publishers, framework writers Drs. Wu and Milgram, and a number of Commissioners. (see Math Subject Matter Committee summary, item 4C.)

## **G. Report of the State Board of Education Liaisons**

Board President Trigg acknowledged the extraordinary amount of work the Commission has completed and thanked the Commissioners for their contributions that will benefit the children of California for years to come. He reported that on October 6 the Board would make decisions on new appointments to the Commission. He shared the key points of the Board's budget requests. SBE budget priorities are:

- teaching reading to below-grade-level middle and high school students;
- improving the teaching of mathematics with math specialists for grades 3-7;
- building greater participation from traditionally underrepresented high school students in rigorous and rich academic and advanced placement classes; and,
- enhancing professional development tied to State Board adopted content standards and frameworks in the core curricular areas.

Commissioner Astore reported to Mr. Trigg that an Elk Grove teacher shared with her that high school students cannot be brought up to grade level in fewer than two or three years; Ms. Astore expressed her hope that the Board members would understand this. Commissioner Astore also raised concerns for increased staffing in high schools to achieve the Board's goals.

Board President Trigg acknowledged the outgoing Commissioners and presented them with certificates from the Board.

## **H. Approval of Minutes of the June 1999 Meeting**

The June 1999 minutes were approved as written.

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## **I. Correspondence/Requests from the State Board of Education**

None at this time.

## **J. Planning for the Training Retreat**

Executive Director Griffith talked about November Commissioner training. She shared a plan to visit new Commissioners and orient them prior to their first Commission meeting. She suggested topics to be covered and requested input from the Commissioners.

The Commissioners made a number of suggestions for training:

- address the issue of individual Commissioners representing the Commission when speaking before a group;
- develop a true understanding of the rules of public meetings;
- learn techniques for providing the public access to meet time with individual Commissioners;
- invite State Superintendent Eastin to visit one or more of the Commission meetings to talk with the Commissioners about their work;
- continue working to connect standards, curriculum, and assessment;
- address the role of frameworks in assisting students to reach the standards;
- help everyone understand how to participate in subject matter committee work when not a member of that committee; and
- work on Commission by-laws to address concerns about attendance at meetings and participation in them (regarding the latter, a suggestion was made to send a letter to the Board outlining the steps for addressing this problem that the Commission proposes for its by-laws).

Additional comments regarding training included:

- the need for the public and education communities to understand the connection between the standards, frameworks, and assessment;
- preparation time for Commission meetings;
- giving new Commissioners an understanding in advance about how much of their time it will take to succeed in the role of Commissioner;
- the need for a comprehensive overview of the structure of the Commission and subject matter committees (SMC), SMC chair to the Commission, and how information moves among the organized efforts of the Commission, including how to avoid duplication of efforts;
- make new Commissioners aware of the many advantages of being a member of the Commission and what they can access as members of the Commission;
- stress the need for Commissioners to attend and at least observe deliberations because the fuller the understanding Commissioners gain through observation, the clearer their understanding of the process before they vote to recommend or not recommend instructional materials to the State Board for adoption;
- it will help new Commissioners if staff walks through the basics of a Commission meeting prior to the first meeting; and
- it is important for all Commissioners to help with adoptions.

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Other suggestions for improvement include:

- make access to the Commission website easier and establish a hot link from the Department's website to the Commission website both to ease access to and heighten the visibility of the Commission website;
- address the computer and printer needs of the adoption process;
- send a summary of Commission accomplishments to the Commissioners' superintendents or the equivalent every two months;
- send an annual letter to superintendents or the equivalent to acknowledge the work the Commission has completed and to thank the supervisor for his/her support;
- develop clear, easy-to-use presentation packages for Commissioners to use in the field;
- ensure that the field is receiving current information in the areas of frameworks and adoptions; and
- when staff visits the new Commissioners, invite the principal and/or superintendent to the part of the orientation that addresses Commissioner work load to help supervisors understand the importance of the Commission work.

Regarding Commission organization for the 1999-2000 year, there was discussion about Commissioners possibly keeping their same subject matter committee assignments for 2-4 years. A benefit to such a configuration would be continuity within committees though it was agreed that there is a benefit in having fresh ideas that come from Commissioners newly assigned to a committee.

The Commissioners noted that Delaine's letter acknowledging Commissioners for all their hard work had a positive impact with their districts.

## **K. Other Matters/Audience Comment**

Ms. Barkett indicated that Commissioner Astore, as Vice Chair, will present the Commission's Board item before the State Board and will preside over the November Commission meeting until a new Executive Board is elected.

## **Working Lunch – Adoption Facilitation Training**

Ms. Griffith introduced Sharyn Hamer, CDE staff from the Training Office. Ms. Hamer made a PowerPoint presentation on the group facilitation process to prepare the Commissioners for the October science deliberations. Discussion followed regarding critical issues specifically related to the facilitation process. Commissioners shared what helped them learn the deliberation process. They also expressed an interest in further training from Training Office staff.

## **2. Science Subject Matter Committee**

### Members Present

Richard Schwartz, Chair  
Sheri Willebrand  
Catherine Banker  
Ken Dotson  
Vik Hovsepian

### CDE Staff

Tom Adams, CFIR  
Mary Sprague, CFIR  
Rona Gordon, CFIR

Members Absent: Joe Nation

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## **A. Report on Science Adoption**

Commissioner Schwartz called the meeting to order. Dr. Adams announced that the CFIR Office is leasing computers and printers for the science deliberations. Ms. Barkett informed the committee that the Instructional Materials Advisory Panel (IMAP) member whose spouse had worked for one of the publishers was removed from the IMAP by the Board. She shared with the Commission the sad news that Paul Saltman, a CRP, recently passed away due to cancer. A discussion ensued about the science training.

## **B. Report on Science Framework**

Commissioner Banker praised the science framework committee for its work. Both she and Commissioner Dotson expressed some concern with the length of the draft. Staff distributed minutes of the September 17 meeting of the framework committee. Mary Sprague reminded the committee that the original framework development timeline indicated the committee work would end in August. The new timeline includes a meeting in November. The science framework committee wants to see their work through and anticipates possibly completing the draft framework in January.

## **C. Other Matters/Audience Comment**

A question was raised about science assessment. Leslie Fausset, Chief Deputy, provided a summary of the state assessment plan. She informed the Commission that the Board voted to delay by at least one year any augmentation to the Science and History-Social Science SAT-9 tests.

Chair Schwartz adjourned the Science Subject Matter Committee meeting.

## **3. Health Subject Matter Committee**

### Members Present

Jean Williams, Chair  
Roy Anthony  
Richard Schwartz  
Sheri Willebrand

### CDE Staff

Cathy Barkett, Administrator, CFIR  
Bill White, Administrator, Safe Schools  
Christine Bridges, CFIR  
Judith Brown, CFIR

## **A. Safe Schools and Violence Prevention**

Commissioner Williams called the meeting to order. She introduced Bill White, Administrator of the Safe Schools and Violence Prevention Office, to speak on violence prevention and the current approach to safe schools and violence prevention. Mr. White briefed the committee on the eight different programs administered through his office, including the newest program, the School Safety Block Grant (AB 1113). He stressed the importance of preventative, long-term measures to bring about violence free schools and positive adult relationships with children (adults should be listening to their children). He also said that research indicates there is a strong correlation between drug and alcohol abuse, and violence. Mr. White committed to working with the Commission as issues arise in the committee's work. Chair Williams adjourned the Health Subject Matter Committee meeting. (Health to be continued Friday, September 25, 1999)

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## 4. Math Subject Matter Committee

### Members Present

Sue Stickel, Chair  
Sheri Willebrand  
Catherine Banker  
Vik Hovsepian  
Richard Schwartz  
Leslie Schwarze  
Barbara Smith

### CDE Staff

Mary Sprague, CFIR  
Cathy Barkett, CFIR  
Wendy Harris, Director, Elementary Teaching & Learning

### **A. Framework Update**

Chair Stickel called the Math Subject Matter Committee to order and asked for an update on the distribution of the *Mathematics Framework*. Cathy Barkett reported that at their September 1999 meeting, the State Board approved a plan to distribute at least one free set of the *Mathematics* and *Reading/Language Arts Frameworks* to each California public school. The State budget includes \$479,000 to fund the distribution of frameworks, and the exact quantity to be sent to each school will be based on enrollment. CDE Press anticipated sending the frameworks at the end of October. The Commission expressed appreciation for the financial support in the State Budget to fund this effort and for the Board's support and approval of this plan. Board Member Janet Nicholas added that the final version of the *Mathematics Framework* would soon be available on the Department's website, replacing an earlier draft that had been on the web for several months. The SBE liaison and Commissioners expressed their hope that, from the web, the public will be able to download the framework chapter by chapter or grade level by grade level.

### **B. 2001 Adoption Update**

Mary Sprague handed out a tentative timeline for the 2001 Math Adoption noting that the Commission is currently recruiting for panel members to review materials; to date a total of 15 applications have been received (9 applications for IMAP members and 6 for CRP members).

### **C. September 22 Informational Meeting**

Chair Stickel reminded the committee members she had previously reported to the full Commission about the September 22 meeting to introduce to the *Mathematics Framework* and Standards to publishers. The meeting included a framework overview by Math Subject Committee Chair Stickel; presentations by Dr. Wu, UC Berkeley, and Dr. Milgram, Stanford University, on the grade-level considerations chapter in the framework; and an overview of the adoption process by Mary Sprague and Cathy Barkett. Chair Stickel reported that over 80 individuals from the publishing industry were in attendance.

### **D. Changes to Math Criteria**

Chair Stickel explained that at the request of the State Board, staff from the CFIR Office convened a work group to attend a meeting on August 20, 1999, to discuss the need to develop evaluation criteria that might be used to evaluate "transitional" instructional materials submitted as part of the 2001 Math

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Adoption. Input at this meeting was used to develop an issue paper on the topic that was submitted to the State Board for information and public comment at their September meeting. The document was posted on the department's website and was also included in the Commission's mailing for this meeting. The Commission was initially concerned about the term "transitional"; they were unclear of the meaning and why it was selected. Board Member Nicholas clarified that the State Board requested guidance from the Commission on the need to revise the evaluation criteria included in the *Math Framework* to adequately address materials for students performing below grade level. She added that the State Board was specifically interested in how to evaluate materials designed for students who are two or more years behind in their achievement in math, as defined by a standards-based curriculum. The term "transitional materials" was not critical and another term could be used instead.

Chair Stickel shared the following discussion questions with the Commission to begin the dialogue:

- 1) Should transitional materials be submitted as part of a "basic" program or may these materials be submitted separately?
- 2) Should transitional materials be adopted that do not cover 100% of the standards?
- 3) Should transitional materials focus on coverage of the "key standards" in the math framework by grade level or by strand(s) across grade levels?
- 4) Other topics for consideration?
- 5) Should the State Board adopt transitional math materials as part of the 2001 adoption?

The committee fully discussed the issue with Chair Stickel summarizing key points of agreement periodically throughout the discussion. There was general agreement that these materials be part of a basic program and be designed for students who are one or more grade levels behind in achievement in math, as defined by a standards-based curriculum. If "transitional" materials are included as part of a program, they should include:

1. Assessment materials with a strong diagnostic component to help teachers determine the specific skills that are lacking within the grade level standards.
2. Intervention materials that are part of a systematic approach for accelerating students through the curriculum to help them "catch up" to grade level.
3. Materials that focus on the standards in a grade span (e.g., K-3, 4-6, 7-8); or focus on a strand at K-7 across grades (e.g., Number Sense Strand); 100% alignment with the standards at each grade level is not necessary.
4. A means for students to enter and exit the program to avoid having students remain in the program forever (to avoid "labeling" or tracking students, or keeping them behind indefinitely).

There was general agreement that how the materials are "packaged" is not important and that publishers should be given design flexibility (e.g., kits, technology based programs). The committee noted other topics that influence the achievement levels of students were instructional time, class size and physical environment, instructional grouping, and staff development. Finally, Chair Brown expressed a concern that if materials designed for students below grade level standards are not a strict requirement for the 2001 adoption, then she feared publishers might not produce materials, thus making it almost impossible for teachers to have materials available to them that will bring students up to grade level.

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Ms. Nicholas mentioned that whatever the Commission decides on this issue, the Board would appreciate clear and specific input on what, if anything, should be added to the criteria already in the *Mathematics Framework*. She also reminded Chair Stickel that the Commission should allow time for public comments from the publishing industry.

Next, Wendy Harris, Director, Elementary Education Division, brought to the attend of the Commission a request from a State Board member concerning one of the bullets under the Instructional Planning and Support criteria in the *Mathematics Framework* (pg. 234). The Framework reads:

- *(Optional) Teacher resources contain full, adult-level explanations and examples of the more advanced mathematics topics that relate to the lesson so that teachers can assess and improve their own knowledge of the subjects as necessary.*

The Board requested input from the Commission on whether or not they thought the word "optional" was necessary. The Commission discussed the issue and generally agreed that it would be helpful, as one more way to address the need for staff development, if materials include explanations of the major topics (e.g., fractions) addressed at each grade level, but that this would not be necessary for each lesson.

Next, Wendy Harris relayed another request from the State Board. The Board requested the Commission consider whether or not any additional criteria should be added to the *Mathematics Framework* regarding parental involvement. It was noted that the *Mathematics Framework* already includes information about the responsibilities of parents (p. 213). The criteria chapter also includes requirements for making instructional materials accessible to parents (pp. 231, 232) and for keeping parents informed about student progress. Some Commissioners suggested adding language to the criteria that further defines homework assignments as "extensions of the lesson," which can be easily done, without lots of extra materials, time and effort required of parents. Suggestions for parent handbooks and materials in other languages were also mentioned. These would be optional items.

Executive Director Griffith shared a request from a State Board member with the Commission. Board member Dronenburg asked that the Commission consider: 1) giving publishers some relief from the established timeline for the 2001 adoption if the criteria change at this late date; and 2) allowing programs on the AB 2519 adopted list to be "grandfathered in" as part of the future 2001 adoption. Board member Nicholas explained that she had recently talked to Ms. Dronenburg and that Ms. Dronenburg did not realize that the criteria for the 2001 adoption would not be the same as the criteria used for the AB 2519 adoption. Given that new information, Ms. Dronenburg was no longer considering a need to "grandfather in" programs as part of the 2001 adoption. With regard to the timeline for the 2001 math adoption Ms. Nicholas reminded the Commission that the timeline for that adoption is in law (AB 2519) and has been set for several months and, according to the Board's attorney, the timeline can not be changed. After hearing clarification on both issues from Ms. Nicholas, the Commission agreed there was no need for further discussion.



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Finally, Ms Nicholas asked about the status of a joint letter from the Board Present and the State Superintendent regarding the new adoption lists. Ms. Griffith reported that the letter is in its final approval stages and will be out soon.

Chair Stickel asked for comments from the audience. Paul Goralski, Prentice Hall, asked the Commission to clarify his understanding of the discussion on the transitional criteria. He heard the Commission agree that the transitional materials should be part of a basic program and that the criteria for reviewing these materials would fall under the Universal Access criteria category, and not the Content criteria. The Universal Access criteria category is considered holistically as part of categories 2-5, so if a program does not contain transitional materials, it could still meet the content category and be adopted. Also, districts could still use up to 30% of their instructional materials funds (IMF) to purchase separate transitional materials that are not adopted. The Commissioners indicated agreement with Mr. Goralski's understanding of the discussion.

Cathy Barkett pointed the Commissioners to a section of the criteria in the *Mathematics Framework* (p. 235). It states " ... transitional materials include standards from several grade levels in a single student or teacher edition". The Commissioners agreed that the criteria in the framework already include guidance to publishers on the design of transitional materials and agreed to read the framework as homework and continue their discussion of this issue on Friday.

Chair Stickel adjourned the Math Subject Matter Committee meeting until Friday, September 24.

### **5. Ad Hoc Electronic Learning Resources**

#### Members Present

Patty Abarca, Chair

Catherine Banker

#### Members Absent

Vik Hovsepian

#### CDE Staff

Judi Brown, CFIR

Nancy Sullivan, Administrator, Education Technology &  
Information Management

#### **A. Legislative report on AB 701 and AB 598**

Chair Abarca called the meeting to order. Chair Abarca provided the committee an update on educational technology legislation. She pointed out that AB701 was a two year measure which the author will likely drop. AB 598, which had passed both houses and was awaiting the Governor's signature, would call for the formation of a new Educational Council for Technology in Learning (ECTL). Ms. Abarca stated the Commission would be eager to take a role with ECTL. Executive Director Griffith asked if the Commission had voiced support for the bill to the State Board. Board Member Nicholas indicated she would share the Commission's interest with the Board.

#### **B. Technology Clearinghouse Update**

Nancy Sullivan, administrator from the CDE Educational Technology and Information Management Division, provided an update on what her office is doing that impacts the services of the Clearinghouse. She described a RFA (Request for Application) to establish and maintain a system of services for electronic learning resources; it requires that technology resources be evaluated in a way that is

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consistent with the adoption process based on alignment with content standards and criteria. She emphasized that because all potential applicants must hear the same information to “level the playing field,” she was not at liberty to go into some of the problems of previous applicants. She announced an October 13 bidder conference for applicants. Commissioner Astore reminded Ms. Sullivan that specific examples were within the frameworks for the integration of technology within the standards-based curriculum. Commissioner Brown recommended that a reader of the applications be assigned from the Curriculum Commission. Ms. Sullivan said she would follow-up with Executive Director Griffith. Ms. Sullivan indicated that the review would result in a “consumer report” of electronic learning resources to point to materials which align with standards.

### **C. Other Matters/Audience Comment**

None at this time.

Chair Abarca adjourned the Ad Hoc Electronic Learning Resources meeting.

## **6. School-to-Career Subject Matter Committee**

### Members Present

Joe Nation, Chair  
Leslie Schwarze  
Marilyn Astore  
Sue Stickel

### CDE

Julie Parr, School-to-Career Office  
Rona Gordon, CFIR

### Members Absent

Barbara Smith

### **A. Alternative Plans for the Draft School-to-Career (STC) Framework**

Chair Nation brought the subject matter committee meeting to order. Julie Parr reported on the prior question of having a STC Framework; it has been determined that the Department proposed to develop a handbook similar to *Second to None*. Ms. Parr reported that Bev Campbell, Administrator of the School-to-Career Office, plans to have a draft ready after the first of the year.

### **B. Other Matters/Audience Comment**

None at this time.

Chair Brown adjourned the meeting at 4:50 p.m., September 23 to be resumed September 24.

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## **Curriculum Commission Meeting --Friday, September 24, 1999**

### Present:

#### Commissioners

Marilyn Astore  
Patty Abarca  
Janet Philibosian  
Leslie Schwarze  
Ken Dotson  
Roy Anthony  
Richard Schwartz  
Sue Stickel  
Sheri Willebrand  
Jean Williams  
Joe Nation  
Barbara Smith

#### California Department of Education Staff

Sherry Skelly Griffith, Executive Director,  
Curriculum Commission  
Cathy Barkett, Administrator, Curriculum Frameworks &  
Instructional Resources Office  
Tom Adams, CFIR  
Judith Brown, CFIR  
Deborah Keys, CFIR  
Bronwyn Garrett, CFIR  
Christine Rodrigues, CFIR  
Nancy Brynelson, Elementary Teaching and Learning Div.

#### Commissioners Absent

Catherine Banker  
Vik Hovsepian  
Lisa Jeffrey  
Eleanor Brown

#### Board Members Present

Marion Joseph

## **7. English Language Arts and English as a Second Language Subject Matter Committee**

#### Members Present

Marilyn Astore, Chair  
Patty Abarca  
Ken Dotson  
Janet Philibosian  
Leslie Schwarze  
Jean Williams

#### CDE Staff

Cathy Barkett, Administrator, Curriculum Frameworks &  
Instructional Resources Office  
Maria Trejo, Administrator, Language Policy &  
Leadership Office  
Nancy Brynelson, Elementary Teaching and Learning Div.  
Deborah Keys, CFIR

#### Members Absent

Lisa Jeffrey

#### Board Member Present

Marion Joseph

### **A. Update on ELD Standards**

Chair Astore called the committee to order. Commissioner Abarca provided an update on the English Language Development (ELD) Standards, which were adopted unanimously by the State Board at the Board's July meeting. The standards were developed pursuant to a bill by Assemblywoman Escutia's office, and they were developed for the purpose of designing a test to measure the growth of English language development skills. Commissioner Abarca's efforts to improve the ELD standards centered around making sure that the English Language Arts (ELA) standards were a part of the ELD standards, and that students would work towards both sets of standards. In particular, those standards related to

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reading would not be delayed. She thanked Assemblywoman Escutia, Board Member Kathy Dronenburg, Sonia Hernandez, and Richard Diaz for all of their hard work, and for incorporating her suggestions. She also thanked her family for their support and assistance. She requested that the ELD standards be published in two formats - the current strand format, and a grade span format, suggesting that the grade span format would be easier for teachers to use. Sherry Griffith suggested this be included in Chair Brown's letter to the Board. Catherine Barkett volunteered to send this suggestion to Richard Diaz. Commissioner Marilyn Astore and Board Member Marion Joseph recognized Commissioner Abarca for her many hours of hard work on these standards. Commissioner Abarca stated her willingness to begin working on an ELD addendum to the *Reading/Language Arts Framework* and asked that this be an agenda item for the November Commission meeting.

### **B. Update on ESL Criteria and Potential Guidelines**

Commissioner Abarca then opened the discussion on the 2002 Adoption Criteria. Board Member Joseph directed the Commission to include specific directions to publishers regarding the following:

- instructional materials for English language learners,
- intervention for older struggling readers beginning with grade 4,
- intervention and support for special education pupils, and
- directions that would encourage publishers to address within the K-3 language arts materials those history-social science and science standards that could be addressed through text.

Language arts instructional resources should be a seamless packet that includes all learners and is designed to bring all students to attainment of the language arts content standards. Board Member Joseph mentioned that Lemoore school district is using the mainstream language development basal program for its special education pupils, with very good results.

Maria Trejo, Administrator, Language Policy and Leadership Office, addressed the Commission and informed them of a committee of practitioners (including Commissioner Abarca) working on a technical assistance publication regarding: "How do you teach reading in English to English language learners?"

The committee considered Monday, October 11, for a special meeting of the ELA/ELD Committee to develop the criteria for the 2002 adoption, and to present those to the Board in November for SBE action in December. [The meeting was rescheduled for October 13, Room 166, 721 Capitol, 9:30-4:00 p.m.]

### **C. Other Matters/Audience Comment**

Commissioner Dotson made a strong plea for the Board to extend its \$31 million budget request for middle and high school reading programs down to the fourth grade (currently it would begin at sixth). Other Commissioners echoed that reading intervention must begin at fourth grade. Ms. Joseph talked about California's "bimodal" population that requires CDE to essentially target two age populations of students in beginning reading. She called for the 2002 language arts criteria to include strong reading programs in K-3, and strong reading intervention programs for grades 4 and beyond. She advised the Commission that the AB 1086 training programs do provide training in how to teach reading to teachers of grades four through eight.

The Commission directed staff, with the assistance of the commissioners on the ELA/ELD Committee to prepare a draft position paper on reading intervention for grades 4-12 for discussion at the November

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Commission meeting. Commissioner Astore suggested that the AB 2519 language arts materials that are designed for intervention be indicated on the list with an asterisk.

Commissioner Astore requested that Commissioners be provided with a copy of the book, "Learning to Read, K-8."

Commissioner Astore adjourned the English/Language Arts and English as a Second Language Subject Matter Committee meeting.

### **8. History-Social Science Subject Matter Committee**

#### Members Present

Ken Dotson, Vice Chair  
Roy Anthony  
Marilyn Astore  
Janet Philibosian

#### Staff

Tom Adams

#### Members Absent

Lisa Jeffrey, Chair

#### **A. Timeline for Framework Update**

Vice-Chair Dotson called the meeting to order. He requested that the committee members review the timeline for updating the *History-Social Science Framework*. Vice-Chair Dotson stated that under law (Ed. Code 60605(c)(3)) the Framework needs to be reviewed "for conformity with the new statewide standards" and shall be modified "where appropriate to bring [it] into alignment with the standards." He pointed out to that before the committee were a timeline and a position paper outlining the process for doing the update. Mr. Dotson referred to some important aspects of the process. First, there will be a CRP to ensure accuracy and that research is "current and confirmed." Staff will recruit scholars, including those who participated in the history-social science adoption, and will bring recommendations to the Commission in November and to the SBE for action in January. Second, there will be an examination of assessment data currently available. Third, CFIR staff will conduct an analysis of framework-to-standards alignment. The committee hopes to bring the updated framework to the State Board for action in September 2000. On this last point, the framework will be completed for an anticipated conference by CDE and the National Council for History Education in October 2000. The committee expressed their satisfaction with the timeline and the process. Ms. Barkett suggested that this type of revision process be the model for standards-based frameworks.

#### **B. Timeline for the Follow-Up Adoption**

Vice-Chair Dotson moved the committee to the next item of business, the 2001 Follow-Up Adoption for History-Social Science. He asked the committee to note the follow-up adoption process begins in spring 2000. He pointed out that the major activities for the adoption begin in November 2000 with the Invitation to Submit and conclude October 2001 with SBE action. Mr. Dotson stated that at least two publishers have expressed interest thus far. The committee expressed their support of the timeline.

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### **C. Other Matters/Audience Comment**

Board Member Joseph took a moment to express that the positive recognition that the *History-Social Science Framework* still receives. Ms. Joseph relayed the gratitude expressed by Diane Ravitch with the Board's commitment to keep the standards and framework in alignment.

Vice-Chair Dotson asked if there were any other comments from the audience. Paul Goralski, Prentice Hall, asked for clarification on the follow-up adoption that was provided by staff. With no other comments, Vice Chair Dotson adjourned the meeting.

### **9. Foreign Language Subject Matter Committee**

#### Members Present

Patty Abarca, Chair  
Joseph Nation  
Barbara Smith  
Susan Stickel

#### CDE Staff

Christine Rodrigues

#### **A. Status Report on Framework Field Review**

Chair Abarca called the meeting to order. Christine Rodrigues provided a report on the number of frameworks that have been distributed and the professional groups receiving them. Next, Ms. Rodrigues provided the committee members with the field review summary of input received thus far. The committee members voiced approval of the summary format, which lists each reviewer along with their background and their "grade" for each chapter of the draft. Committee members have received copies of the completed survey forms but no summary has yet been completed on reviewer comments. Dr. Amado Padilla, Chair of the Foreign Language Framework and Criteria Committee, joined the discussion. Dr. Padilla voiced interest in the field review process as well as the results and offered to assist the committee in the future in any further work on the framework.

#### **B. Other Matters/Audience Comment**

None at this time.

Commissioner Abarca adjourned the Foreign Language Subject Matter Committee meeting.

### **10. Visual and Performing Arts Subject Matter Committee Commissioners**

#### Members Present

Roy Anthony, Chair  
Janet Philibosian  
Jean Williams

#### CDE Staff

Christine Rodrigues

#### Members Absent

Lisa Jeffrey

## Curriculum Development and Supplemental Materials Commission

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### **A. Timeline on Follow-up Adoption for Visual and Performing Arts**

Chair Anthony called the meeting to order. He directed the committee members to review the timeline for the follow-up adoption. Christine Rodrigues informed the committee that no publisher had expressed interest yet in the follow-up adoption.

### **B. Other Matters/Audience Comment**

None at this time.

Commissioner Anthony adjourned the Visual and Performing Arts Subject Matter Committee meeting.

## **11. Health (Continued from Thursday, September 23)**

### Members Present

Roy Anthony, Vice Chair  
Richard Schwartz  
Sheri Willebrand

### CDE Staff

Judith Brown, CFIR  
Caroline Roberts, Administrator, School Health  
Connections Office, CDE

### Member Absent

Jean Williams, Chair

### **B. Health Framework Addendum Timeline**

Vice-Chair Anthony reconvened the meeting. Caroline Roberts, Administrator, School Health Connections Office, presented a proposed timeline for an addendum to the Health Framework. A list of topics was submitted to the State Board for information/action at its October meeting. The timeline calls for the Curriculum Commission to approve the addendum and adoption criteria in January 2001, with approval by the State Board to occur in April 2001, allowing the full 30 months for development of instructional resources for the Health adoption scheduled in 2004. The Committee extended appreciation to Ms. Roberts for her continued work in this area, and Ms. Roberts expressed her commitment to provide ongoing support to the Commission.

### **C. Other Matters/Audience Comment**

None at this time. Vice-Chair Anthony adjourned the Health Subject Matter Committee meeting.

## **12. Math Subject Matter Committee (Continued from Thursday, September 23)**

### Members Present

Sue Stickel, Chair  
Sheri Willebrand, Vice Chair  
Richard Schwartz  
Leslie Schwarze  
Barbara Smith

### CDE Staff

Mary Sprague  
Cathy Barkett

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### Members Absent:

Catherine Banker

Vik Hovsepien

Chair Stickel reconvened the Math SMC committee to continue discussion of criteria for “transitional” mathematics materials. The members agreed that after carefully reading the criteria in the framework and reflecting on the discussion from Thursday, they did not see a need to add language to the criteria in the Math Framework in the area of transitional or intervention materials. Cathy Barkett asked for clarification from the Commission regarding input from the Commission to be shared at the State Board in October by summarizing the position of the Commission as follows:

- The *Mathematics Framework* criteria categories that address transitional materials are adequate and additional guidance in this area for reviewers or publishers of math materials is not necessary.
- These materials are those designed for students performing below grade level; specifically students that are one or more years behind in their achievement in math, as defined by a standards-based curriculum. The term “transitional” materials was a concern; perhaps another title might be more appropriate (e.g., Intensive, Accelerated Intervention materials).
- Materials should be submitted as part of a basic program.
- 100% alignment with the standards at each grade level is not necessary. Materials might focus on the standards in a grade span (e.g., K-3, 4-6, 7-8); focus on a strand at K-7 across grades (e.g., Number Sense Strand), or focus on the development of skills in a particular area (e.g., fractions).
- Publishers may or may not decide to include transitional/intervention materials as a part of their basic program.

Ms. Willebrand mentioned that the IMAP/CRP training should include some instruction for IMAPs on how to evaluate transitional materials. Sherry Griffith asked if publishers would be required to submit transitional materials to be adopted. Commissioners agreed this would not be a requirement of adoption because transitional materials would be reviewed under the Universal Access criteria.

Chair Stickel adjourned the Math Subject Matter Committee meeting.

### **13. Full Curriculum Commission (Reconvened)**

#### **L. Reports/Action from Subcommittees**

On behalf of the History-Social Science Subject Matter Committee, Commissioner Dotson moved to adopt the History-Social Science Follow-up Adoption schedule as amended. Commissioner Anthony seconded the motion. Motion passed. On behalf of the History-Social Science Subject Matter Committee, Commissioner Dotson moved to adopt the History-Social Science Framework update timeline. Commissioner Anthony seconded the motion. Motion passed.

On behalf of the Visual and Performing Arts Subject Matter Committee, Commissioner Anthony moved to adopt the Visual and Performing Arts Follow-up Adoption schedule as amended. Commissioner Philibosian seconded. Motion passed.



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On behalf of the Health Subject Matter Committee, Commissioner Anthony moved to adopt the timeline for the Health Framework Addendum. Commissioner Dotson seconded the motion. Motion passed.

### **M. Reports from Commission Liaisons**

ETAC: Commissioner Abarca reported on the July meeting. She stated that technology priorities were discussed but no conclusions were reached.

Commission on Teacher Credentialing: Lisa Jeffrey was assigned to the last meeting of the CTC but was not present to report.

### **N. Individual Commissioner Reports**

Commissioner Abarca reported on attending "Reading by Nine" Conference. The focus was on sponsoring funding initiatives for reading. She reported that it was an inspirational conference. Commissioner Willebrand reported on her visit to a San Diego County school that is using a standards-based teaching model. It would be helpful to share their model in other parts of the state. Barbara Smith reported on a comprehensive review of assessment data that is taking place in her district. A major area of focus is the flattening of growth in 4th quartile students. If there is to be growth in reading, these 4th quartile students must have challenging reading materials. The district is now examining what to give the students to offer them a greater challenge. This process is raising questions district personnel had not previously considered. Commissioner Dotson reminded the Commission that the recommended size of intermediate classroom libraries is 1500 books.

### **O. Other Matters/Audience Comment**

Executive Director Griffith announced that Deputy Sonia Hernandez had recently scheduled trainings for all CDE staff in the Curriculum and Instructional Leadership Branch on the content of the *Reading/Language Arts* and *Mathematics Frameworks*. She also reminded the Commissioners about election procedures and the examination of Commission by-laws or protocol and procedures slated for the November Commission meeting.

### **Curriculum Commission Adjournment**

Commissioner Stickel, Executive Committee member acting for the chair, adjourned the meeting at 11:20 a.m., September 24, 1999.

For further information about this agenda, please contact the Curriculum Frameworks and Instructional Resources Office, California Department of Education, 721 Capitol Mall, Third Floor, Sacramento, CA 95814; telephone 916-657-3023; fax 916-657-5437.

Respectfully submitted Christine Rodrigues and Judith L. Brown, Consultants, Curriculum Frameworks and Instructional Resources Office, California Department of Education. *Approved by the Curriculum Commission on November 16, 1999.*